



Academic Program Development: Processes for Review, Approval & Implementation

OFFICE OF THE PROVOST

Fall 2023

I. Academic Workflow

As part of the flow of the academic work of the University, a variety of matters may arise that will require some combination of review, endorsement, or approval. Some academic matters that may be characterized as routine are best administered at the local level—such as a program or school—requiring little or no involvement of University governance systems or upper administration. Other matters have broader University impact and, thus, may require the

- c. Expected time to degree
- d. Program learning outcomes clearly defined
- e. Describe how students in this program encounter the central values of Jesuit education as elucidated in “Transformative Education in the Jesuit Tradition.”
- f. Overview of Curriculum
 - i. Include the number of credit hours for each course and label each course as new or existing. Include the total number of credit hours for the program, and the total number of credit hours for the degree (including Core). Provide descriptions and learning outcomes for each course. For new courses, please provide a model syllabus.
 - ii. Outline the advising plan for the program.
 - iii. Describe how students will develop research skills and methods appropriate to this program.
 - iv. Is there a capstone experience (e.g., internship, practicum, capstone seminar, thesis)? If so, please describe.
 - v. For undergraduate programs, describe the relationship of this curriculum to the University Core curriculum.
 - 1. Are any Core substitutions or waivers requested (i.e., is a Core requirement satisfied by students who complete the major)?
 - 2. Have these proposed connections been reviewed and approved by the Core Subcommittee of the Board of Undergraduate Studies?
 - g. Describe any interdisciplinary contributions to the curriculum (e.g., School A or Department B will support this program with X courses). When interdisciplinary connections are present, please include letters of support.
- 6. Preliminary Assessment Plan
 - a. Contact the Assistant Provost for Accreditation, Assessment, and Regulatory Compliance to create a preliminary assessment plan for the program. This will establish basic metrics

Resources

D Describe resources needed to support this program (e.g., faculty, staff, facilities, laboratory space, equipment, software, library holdings).

L Separate existing resources and new resources as well as permanent source versus temporary source funding.

E What new permanent expenses are associated with the program?

F Contact your School/College/Institute's Budget Administrator for assistance preparing a 3-5 year

Scientific and Technological Information System (STIS) - A system for the management of scientific and technological information. It is a web-based system that provides a central repository for scientific and technological information. It is a system for the management of scientific and technological information. It is a web-based system that provides a central repository for scientific and technological information.

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unfold, and allow the necessary resources (human, capital, fiscal, etc.) to be in place at the start of the program. In our experience, some administrators find it useful to construct a timetable for implementation by targeting the desired starting date of a new program

Double Major: Students may complete two Bachelor of Arts degrees or two Bachelor of Science degrees within 120 hours. To do this, students must complete the Core requirements and the requirements of both academic majors.

Dual Degree Program: Loyola offers dual degree programs leading to two master's degrees (e.g., MDiv/MSW), or to a graduate and first- professional degree (e.g., MA/JD). The requirements for each of these dual degree programs vary.

Program Learning Outcome: A statement describing the knowledge, skills, values, dispositions, attitudes, and/or experiences that students should acquire through completion of a course or program of study. Intended learning outcomes should be stated in measurable terms.

Major/Major Field of Concentration: That component of the undergraduate curriculum consisting of a set of courses selected and sequenced to provide students with the opportunity for extensive and in-depth study of a discipline or interdisciplinary field of study. Requirements for the major may also include integrating elements or experiences, such as a senior thesis or capstone course. The major typically constitutes 25 to 40% of the required credits for the baccalaureate degree.

Minor: At the undergraduate level, a prescribed grouping of courses in a department or interdisciplinary program, more than half of which are usually in upper division courses. A minor typically constitutes roughly 15% of the required credits for the bachelor's degree. At the graduate level, see entry for "specialization."

Post-baccalaureate Certificate: An award that requires completion of an organized program of study typically requiring eighteen credit hours beyond the baccalaureate; designed for persons who have completed a bachelor's degree, but do not meet the requirements of degree programs carrying the title of master.

Postsecondary Award, Certificate, or Diploma: An organized program of study at the postsecondary level (below the baccalaureate degree) in at least one, but less than two, full-time equivalent academic years.

Track/Specialization: An integrated, coherent set of courses that define a limited topic or field of study, used most often at the graduate level as part of an academic degree program. Specializations may be prescribed by a department/program or constructed by students in consultation with an advisor. Credit hour requirements vary but must involve less than half of the total hours in the program of which it is a part, with the remaining hours taken in common by all students in the program.

